

# SCM 7390 Global Supply Chain Strategy

## Section 27660 Fall 2021

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**Professor:** Gordon D. Smith, Ph.D.

**Class Schedule:** Asynchronous On-Line

**Room:** Asynchronous On-Line

**Student Hours:** Zoom every Monday at Noon and by appointment

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### Course Description

“The COVID-19 pandemic caused profound disruptions to global supply chains”

Online orders taking longer to arrive, greater reliance on food and grocery delivery services, and delays at the Post Office have consumers asking more and more, “Where’s my stuff?”

Businesses large and small face the same challenges in getting goods to the marketplace and are asking the same questions. Supply Chain, once invisible, is suddenly front and center. Thanks to COVID-19, Supply Chain has become sexy.

According to a [McKinsey survey](#) of supply chain leaders, COVID revealed several key supply chain issues:

- 73% encountered problems in their supplier base (such as shortages)
- 75% faced issues in their production/distribution footprint
- 85% struggled with insufficient digital technologies

A resilient supply chain is vital in supporting these operations.

Could COVID-19 be the black swan event that finally forces many companies, and entire industries, to rethink and transform their global supply chain model?

One fact is beyond a doubt: It has already exposed the vulnerabilities of many organizations, especially those who have a high dependence on China to fulfil their need for raw materials or finished products.

China’s dominant role as the “world’s factory” means that any major disruption puts global supply chains at risk. Highlighting this is the fact that more than 200 of the Fortune Global 500 firms have a presence in Wuhan, the highly industrialized province where the outbreak originated, and which has been hardest hit. Companies whose supply chain is reliant on Tier 1 (direct) or Tier 2 (secondary) suppliers in China experienced significant disruptions.

## **Looking ahead: the imperative for a new supply chain model**

A decades-long focus on supply chain optimization to minimize costs, reduce inventories, and drive up asset utilization has removed buffers and flexibility to absorb disruptions and COVID-19 illustrates that many companies are not fully aware of the vulnerability of their supply chain relationships to global shocks.

Fortunately, new supply chain network design thinking and technologies are emerging that dramatically improve visibility across the end-to-end supply chain, and support companies' ability to resist such shocks. The traditional linear supply chain model is transforming into digital supply networks (DSNs), where functional silos are broken down and organizations become connected to their complete supply network to enable end-to-end visibility, collaboration, agility, and optimization.

Leveraging advanced technologies such as the Internet of Things, artificial intelligence, robotics, and 5G, DSNs are designed to anticipate and meet future challenges. Whether it is a "black swan" event like COVID-19, trade war, act of war or terrorism, regulatory change, labor dispute, sudden spikes in demand, or supplier bankruptcy, organizations that deploy DSNs will be ready to deal with the unexpected.

This will be our focus.....

## **Course Objectives**

This course is designed to help students understand the linkage between a firm's supply chain strategy and business strategy, understand how to utilize the firm's resources more effectively, understand the impact of coordinating the movement of goods and services through different echelons of supply chains in order to create a competitive advantage in the global marketplace and develop an awareness of the circular economy. More specifically, the course will promote the following learning objectives:

- Understand the objective and purpose of global supply networks; importance of supply chain strategy as compared to business strategy; and the importance of supply chain decisions.
- Understand supply/demand uncertainty and their impacts on the supply network; the different supply chain models to cope with uncertainty, and the push/pull view of a supply network.
- Understand financial measures of performance and how supply chains may impact these measures; the key indicators to measure supply chain performance/success.
- Understand the data needed to support the decision process for improving supply chain network performance
- Current trends that will impact future supply networks

## Course Textbook and Other Requirements

### Textbooks (Required)

*Cradle to Cradle: Remaking the Way We Make Things.* William McDonough & Michael Braungart; North Point Press 2002

*The Goal A Business Graphic Novel.* Adapted by Dwight Jon Zimmerman and Dean Motter based on Eliyahu M. Goldratt's *The Goal: A Process of Ongoing Improvement.* The North River Press Publishing Company 2017

### *Cases – available from Harvard Business School:*

The easiest (and least expensive) way to access the cases is through the course page I have created on the Harvard Business Online website. **Cost \$XX.00.** The link below will provide you with immediate access to the required case materials for use in this course:

**HBS Cases:** <https://hbsp.harvard.edu/import/xxxxx>

### Case Analysis Presentations

Each **Team** will have the opportunity of serving as the lead supply chain analyst team for one of the assigned cases (**10 points**). The team presentation will provide brief background and content of the case, an analysis of what the company did correctly or incorrectly, and suggestions about what the company should do in the future. I will provide guidance questions to lead your analysis effort. However, the guidance questions are not 'headlines' to be responded to in your analysis presentation.

Team case analysis presentations (with voice over) should not exceed six slides of content (attachments appropriate as required). The analysis presentation should be presented from the viewpoint of senior management and with answers to any questions provided to be woven into the general flow of the presentation. Focus your presentation as if you were reporting to a senior executive 'decision maker' within the 'case study company'. This individual will typically lack the time or patience to 'sit through' more than 4 or 5 **slides**. You will have to focus your thoughts carefully. Presentations should be based on good **analytical and managerial** approaches, reflect insight, and provide meaningful specific recommendations for improvement.

Each individual student will also have the opportunity to 'critique' one case analysis presentation (**5 points**). Team case and individual assignments and guidelines posted in BB.

**Readings** – *I have posted assigned readings on BlackBoard. The Articles will be available on the course OneDrive during week 1.*

**Article critical analysis/presentations:** Each individual student will be assigned one article from the Assigned Reading list pertinent to supply chain management current environment. You will select a second current article (published in 2021) on the same subject matter. Your selection must be approved by your instructor. Your presentation will not be just 'The Facts' as a PowerPoint presentation. You are to do a critical analysis by comparing and contrasting the two articles and summarizing your learning from the articles (see BB for details) (**5 points**).

### **Research Paper Assignment**

A semester long research paper on a supply chain topic related to ‘supply chains the future beyond COVID-19’, sustainability and/or circular economy is required. This assignment will be worked on by a **DUO** of two (2) (team mate choice process: see BB). This paper should try to present “state-of-the-art” knowledge about a selected topic and will provide you with the opportunity to conduct in-depth research on the topic. The preparation of such a paper summarizing state-of-the-art knowledge on a particular topic is common industry practice often assigned to ‘high potential / up and coming’ managers.

The following is a partial list of topics previously researched and reported:

- How to Build a Superior Supply Chain
- The Future of Supply Chain Management and E-Commerce
- Reverse Logistics in B-to-C e-Commerce
- How to Become the Central Link in a Supply Chain
- Speeding Up the Supply Chain
- The Importance of Order Fulfillment and Transportation in e-Commerce
- Enabling a Global Supply Chain
- The Financial Implications of Effective Supply Chain Management
- How to Measure Supply Chain Management Success
- Issues Regarding Supply Chain Disruption
- COVID-19
- And many more (course has been offered since 2011)

The paper should have as a minimum five (5) cited sources. These references must be from accepted publications. Additional references, such as Wikipedia, should be kept to a minimum.

### **Supply Chain Simulation: The Fresh Connection (TFC)**

The Fresh Connection simulation tool provides an opportunity to strategize and experience business management focused on today’s business environment.

#### **What's It About?**

The Fresh Connection is an interactive team-based business simulation:

Teams of four work together to save a failing company

Each team member will select one of four roles: purchasing, operations, sales, or supply chain

Participants make strategic executive level decisions in a high-pressure environment

Every decision has trade-offs, both within and across the functional roles

Participants learn about best practices and emerging trends through **hands-on experience**

Collaboration and consensus building skills are developed as teams compete across multiple rounds. The successful team will craft the best strategy and align all four functional disciplines. Winning is about generating the best ROI while meeting your business/supply chain Key Performance Indicators.

Assessment: Final Team ROI Rank (**15 points**), Individual TFC Assignment (**5 points**),

Team TFC Assignments (**2 @ 5 points each**)

The cost of the simulation will be \$XX.00 per student.

**Examinations:**

There will be one course examination (30 points). Details posted in BB later in the semester.

**Class Participation:**

Expectations for participation and engagement are high. You should come to your team/group sessions prepared to become involved in the discussions, and have read the specified material and prepared questions about areas that were not clear to you, and offer observations about other situations/examples that may help generate discussion. The instructor is available to join any team/group meetings to assist and clarify as requested. At the end of the semester each class member is to provide the instructor with an evaluation of the performance of each of their team/group members. The following is a guide to the evaluation categories: 5 = exceptional participation that really contributed to my learning in the course; 4 = many solid contributions that helped the team/group to learn; 3 = solid participation that contributed to the discussion; 2 = sometimes contributed, but not at a high enough level; and 1 = this person did not pull their weight either in terms of the number or quality of contributions. Based on the aggregation of these reports, I will adjust the participation grade up or down.

**Grading**

All assignments will be graded based on the following (Team or Duo):

		<b><u>Individual</u></b>	<b><u>Team/Duo</u></b>
<b>RP Article Review Presentation</b>	<b>5 pts</b>	<b>5</b>	
<b>Case Analysis Presentation and Critique</b>	<b>15 pts</b>	<b>5</b>	<b>10 (Team)</b>
<b>TFC (individual/Team)</b>	<b>30 pts</b>	<b>5</b>	<b>15+5+5 (Team)</b>
<b>Article Critical Analysis</b>	<b>5 pts</b>	<b>5</b>	
<b>Exam</b>	<b>30 pts</b>	<b>30</b>	
<b>Research Paper</b>	<b>10 pts</b>		<b>10 (Duo)</b>
<b>Personal Learning Report</b>	<b>5 pts</b>	<b>5</b>	
<b>Total</b>	<b>100 pts</b>	<b>55</b>	<b>45</b>

**Grading Scheme:**

A 93 and above - Outstanding	B- 80 - 84 - Slightly less than expected
A- 90 – 92 - Excellent	C+ 75 - 79 - High(er) pass
B+ 85 – 89 - Very good, better than expected	C 70 - 74 – Pass
F Below 70 - Not enough to pass	I Incomplete

## **University, Course and Classroom Policies and Other Information**

### **EXCUSED ABSENCE POLICY**

Regular participation and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston Graduate Excused Absence Policy <https://uh.edu/provost/policies-resources/student/excused-absence-policy/index.php> for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Work related activities are not a valid reason for absence. Additional policies address absences related to [military service](#), [religious holy days](#), [pregnancy and related conditions](#), and [disability](#).

### **POLICY ON INCOMPLETE (I) GRADES**

The University of Houston regulations for assigning incomplete grades state: *"The grade of I (incomplete) is a conditional and temporary grade given when students are passing a course, but for reasons beyond their control, have not completed **a relatively small part** of all requirements."* (Emphasis added) Reasons for a student being unable to complete a course are due to: *"Health, Accident, Injury, or Family Tragedy"*

***A student who wishes to improve their course grade, or avoid scholastic probation, or avoid loss of scholarship grants, or a student who needs to retake the course but wants to avoid paying tuition etc., WILL NOT be given an incomplete grade.***

### **WITHDRAWAL AND COURSE ENROLLMENT RESTRICTIONS**

Please contact the Undergraduate Advising office for policies and deadlines regarding withdraw with a W (withdraw passing).

### **ACADEMIC HONESTY**

The University of Houston Academic Honesty Policy is strictly enforced by the C. T. Bauer College of Business. No violations of this policy will be tolerated in this course. A discussion of the policy is included in the University of Houston Student Handbook, <http://www.uh.edu/dos/hdbk/acad/achonpol.html>. Students are expected to be familiar with this policy.

You be asked to sign an honor code statement as part of your submission of any graded work including but not limited to projects, quizzes, and exams: *"I understand and agree to abide by the provisions in the (select: [University of Houston Undergraduate Academic Honesty Policy](#), [University of Houston Graduate Academic Honesty Policy](#)). I understand that academic honesty is taken very seriously and, in the cases of violations, penalties may include suspension or expulsion from the University of Houston."*

### **SYLLABUS CHANGES**

Note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible through Black Board Announcements.

### **ACCOMODATIONS FOR STUDENTS WITH DISABILITIES**

The C. T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, in order to receive academic accommodations, students must register with the Center for Students with Disabilities (CSD) (telephone 713-743-5400), and present approved accommodation documentation to their instructors in a timely manner.

## **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS)**

Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS ([www.uh.edu/caps](http://www.uh.edu/caps)) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the “Let’s Talk” program, which is a drop-in consultation service at convenient locations and hours around campus. [http://www.uh.edu/caps/outreach/lets\\_talk.html](http://www.uh.edu/caps/outreach/lets_talk.html).

## **EVALUATIONS**

The Bauer College has a policy that requires all of its instructors to be evaluated by their students. The results of these evaluations are important to provide feedback to instructors on how their performance can be improved. In addition, these evaluations are carefully considered in promotion, salary adjustment and other important decisions. I openly encourage you to provide feedback to me and to Bauer College through the evaluation process.

## **CLASSROOM CIVILITY**

As students enrolled in courses offered by Bauer College, you are expected to adhere to the ethical principles described in the Bauer Code of Ethics and Professional Conduct (Bauer Code), in addition to those required by the UH Student Handbook. You may review the Bauer Code by clicking on the following link - <http://www.bauer.uh.edu/BCBE/BauerCode.htm>. You may obtain a copy of the UH Student Handbook from the Dean of Students Office located in room 252 of the University Center, or by visiting the publications webpage on the Dean of Student’s website at <http://www.uh.edu/dos/pub.html>. Students are expected to conduct themselves as follows:

- **Discussion Forums** – It is expected that we will conduct content focused discussions during all Discussion Forums. Please remain professional.
- **Timely arrivals and departures** – It is expected that you arrive for Zoom sessions on time and prepare to leave after class has been dismissed.
- **Attention during class** – It is expected that you provide your full attention during class. This means that you should avoid unnecessary discussions/chat/emails with fellow students; using your computer, tablet or smartphone to surf the internet, play games, or check email; read newspapers or magazines; or other activities not directly related to the classroom instruction.
- **Unauthorized use of cell phones or laptops during class** – Please turn your cell phones and laptops (unless instructed otherwise) off before coming to class. If you find it necessary to keep your phone turned on, please put it on vibrate mode. Unnecessary texting during class violates the Bauer Code.
- **Respect for other students** – Everyone is encouraged to participate in class discussion. While doing so, it is important to allow everyone to fully express his or her opinion. The classroom environment must be operated in a manner that encourages full participation from each student.
- **Preparation for class** – You are expected to prepare for class by reading all assignments. Your preparation will show by the quality of your questions and comments.
- **Harassment** – Making harassing or obscene comments or gestures to other students, faculty, or staff members will not be tolerated. This includes sending harassing or obscene email or voice messages to other Bauer students, faculty, or staff.

## **RESOURCES FOR ONLINE LEARNING**

The University of Houston is committed to student success, and provides information to optimize the online learning experience through our Power-On website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHOnline@uh.edu.

## **UH EMAIL**

Email communications related to this course will be sent to your Exchange email account which each University of Houston student receives. The Exchange mail server can be accessed via Outlook, which provides a single location for organizing and managing day-to-day information, from email and calendars to contacts and task lists. Exchange email accounts can be accessed by logging into Office 365 with your CougarNet credentials or through Access UH. They can also be configured on IOS and Android mobile devices. Additional assistance can be found at the Get Help page.

Students are responsible for checking their personal **UH EXCHANGE e-mail account** for class related communications via BlackBoard Announcements or email. There continues to be instances where students have gone on-line and processed a change to have their UH e-mails forwarded to a personal e-mail account (Yahoo, Hotmail, etc.) and the messages are not being forwarded – particularly for Hotmail and Yahoo accounts. This is not a UH issue – it is an issue within the Hotmail and Yahoo server(s) – so you need to check your UH e-mail for messages instead of your personal e-mail accounts that you are having your UH e-mails forwarded to.

For course activities, questions, etc. I will respond to only [CougarNETID@cougarnet.uh.edu](mailto:CougarNETID@cougarnet.uh.edu) emails. The University of Houston requires that course communication be stored for an appropriate amount of time if questions arise in future. The cougarNet email servers assure that storage requirements are adhered to properly.

Email contact hours: I typically check emails Monday-Friday during the hours of 8:00 AM until 5:00 PM. I will respond within 24 hours or less.

## **WEBCAMS**

Access to a webcam is required for students participating remotely in this course. Webcams must be turned on for all Zoom Student Hours Sessions. They must also be turned on for the Exam to ensure the academic integrity of exam administration (Respondus Lockdown Browser will be used).

## **COURSE DELIVERY – ASYNCHRONOUS ONLINE**

This course is taught **asynchronously**, which means there is no designated day or time assigned to the course (although optional synchronous sessions are possible, such as virtual office hours or discussion groups). Asynchronous instruction generally involves accessing content, such as recorded video lectures, readings, discussion prompts, assignments, and assessments during a flexible time frame, with due dates as specified. This course will have a final exam at the course conclusion.

The exam will be asynchronous, and the date and time that it will be released and due will be announced



during the course. Prior to the exam, descriptive information, such as the number and types of exam questions, resources and collaborations that are allowed and disallowed in the process of completing the exam, and procedures to follow if connectivity or other resource obstacles are encountered during the exam period, may be provided.

### **HELPFUL INFORMATION**

**COVID-19 Updates:** <https://uh.edu/covid-19/>

**Coogs Care:** <https://www.uh.edu/dsaes/coogscare/>

**Laptop Checkout Requests:** <https://www.uh.edu/infotech/about/planning/off-campus/index.php#do-you-need-a-laptop>

**Health FAQs:** <https://uh.edu/covid-19/faq/health-wellness-prevention-faqs/>

**Student Health Center:** <https://uh.edu/class/english/lcc/current-students/student-health-center/index.php>

### **Blackboard/Class Schedule/Course Readings**

Additional course related materials are/will be posted on BlackBoard and OneDrive as the semester progresses.